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ABSTRACT

The educational system of the Republic of the Sudan is organized and supervised by the Ministry of Education in accordance with principles set down in the Proposed General Education Act of 1976. According to this legislation, education in government schools is free but not compulsory, strictly selective, offered to children who have reached the age of seven, and generally provided to boys and girls in separate schools. Most children under seven years of age attend Koranic schools, although some kindergarten and nursery programs exist in the larger towns. Six years of general education are provided in the primary schools, followed by an additional three years of general courses for children who pass an examination. Higher secondary education programs, which range from two to four years duration, are offered in general studies, technical, vocational, commercial, home economics, and handicraft subjects to those who pass the entrance examination. All types of higher secondary education certificates qualify students for entrance to the university and other institutes of higher education. Priority areas for educational development since 1974 are universal basic education for children and adults, correlation of education to environment and national development, modernization, equal opportunity to both sexes in all regions of the country, and expansion of teacher education. The major drawback to reform in these areas is lack of funds. (Author/DB)

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THE DEMOCRATIC REPUBLIC OF THE SUDAN

MINISTRY OF EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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DEVELOPMENT OF EDUCATION

1974 - 1976

NATIONAL REPORT PRESENTED TO THE

XXXVI TH SESSION OF THE INTERNATIONAL

CONFERENCE OF EDUCATION

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PART I

ORGANIZATION AND STRUCTURE OF THE EDUCATION SYSTEM

1. General Principles

Public education in the Sudan is organized and supervised by the Ministry of Education. A number of ordinances to govern various aspects of education were laid down in the past, but only recently a comprehensive legislation has been set down. This is the Proposed General Education Act of 1976.

(See Part II - Legislative Measures).

Education in Government schools is free but not compulsory. It is also strictly selective. For promotion from one level of education to the next, an examination has to be passed. As a rule boys and girls have separate schools. In some country areas, when the number of children of one sex is not adequate for full classes, primary schools are co-educational.

Schooling starts at the age of seven. Children under seven may go to nursery classes and kindergartens. These constitute a very small minority to be found only in bigger towns. In other areas, most children under seven go to (Khalwas) or Koranic Schools mostly up to age seven when they can join the primary school, which provides six years of general education. On completing the primary school, children who pass a special entrance examination, join the general secondary school which provides a further three year course of general education. Another three year course of general education is provided by the higher secondary school for those who successfully complete the general secondary school.

Concurrent with the higher secondary stage there are four other types of school, technical, commercial, agricultural and home economics for girls. These schools provide four-year courses.

Also concurrent with the higher secondary stage, there are 'national crafts centres' run by the Ministry of Education in a number of towns. These provide 2-year courses in national crafts e.g. carpet-making, leather work, wood engraving, etc.

Other ministries also provide vocational training in various fields.

Both types of higher secondary education award school certificates that qualify for university and other institutes of higher education.

ganization Chart of the System of Education in the Sudan

Age	Grade	L E V E L						
25								
24								
23								
22								
21								
20								
19								
18	3	Higher Secondary	3	Secondary Technical	Secondary Commercial	Secondary Agricultural	Secondary Home Economics	
17	2		2					
16	1		1					
15	3	General Secondary						
14	2		2	Vocational Training Centres				
13	1		1					
12	6	Primary						
11	5							
10	4							
9	--							
8	2							
7	1							
6	4	Preprimary (Kinder-gartens or Koran Schools)						
5	3							
4	2							
	1							

Higher Education
University & Technical and
Professional Institutes

National Centres

2. System of Administration

The attached charts show the administrative set-up at the Headquarters of the Ministry, and the Province Education Offices of which there are now 18.

There are five central administrations in the Headquarters:

a) The Educational Administration.

b) Teacher Training and Guidance Administration.

c) Curricula, Extra-curricula Activities and Publications Administration.

d) General Administration for Financial and Administrative affairs.

e) General Administration for Planning, Research and Follow-up.

4. Functions of the Educational Administration

1. General administration of the various levels of education - primary, secondary etc.

2. Active participation in implementation of the educational policy.

3. Co-ordination of relations between Headquarters of the Ministry and Local Authorities.

4. Planning projects and programmes for technical education

5. Follow-up and implementation of plans for expansion in technical education.

6. Training of teachers for commercial, agricultural, technical, vocational and home economics schools.

B. Functions of Teacher Training and Guidance Administration

1. Planning and implementation of teacher training and guidance.

2. Organization of in-service training for all categories of teachers.

3. Adoption of useful innovations in these fields.

4. Co-operation with higher teacher training institutes for higher secondary school teachers.

5. Preparation for conferences pertaining to teacher training in the country or abroad.

6. Supervision of technical guidance (inspection) for all levels of education.

7. Co-operation with inspectors in drawing plans and programmes for teacher training in each province.

8. Implementation and follow-up of plans for teacher guidance in the provinces, and examination of performance reports on teachers.

C. Functions of Curricula, Extra-curricula, and Publications Administration

1. Planning and setting of curricula for the various levels of education in the light of the declared educational policy.

2. Preparation and printing of school and cultural text-books and periodicals, and supervision of school libraries.

3. Administrative supervision of the Ministry of Education Printing Press.

4. Preparation of programmes for extra-curricula activities, follow-up and co-ordination of participation of teachers in its implementation.

5. Planning the dissemination of Nutrition and School Gardening Education, and training of teachers for this purpose.

D. Functions of the General Administration for the Financial and Administrative Affairs

1. Establishment and administrative and financial aspects of personnel work.

2. Supervision of accounts, supplies and stores.

3. Preparation of the budget.

4. Provision of technical opinion to members of the Ministry in questions pertaining to financial matters and regulations.

5. Supervision of expenditure.

6. Supplying schools and institutes with their requirements of books, materials and furniture.

7. Supervision of office work and clerks.

8. Supervision of buildings and constructions.

9. Provision of transport.

E. Functions of the General Administration for Planning, Research and Follow-up

1. Planning of educational expansion.

2. Preparation of the educational plan in accordance with the set objectives.

3. Revision of the planning project and introduction of new trends in the plan for training.

4. Follow-up of implementation of the planning project in the provinces.

5. Sponsoring educational research work relating to current problems in education, and publication of such research.

6. Documentation and dissemination of educational information.

7. Preparation of educational statistics for all levels of education.

8. Follow-up of expansion plan, and financial assessment of projects.

9. Co-ordination of technical and financial matters between the Ministry of Education and the Ministry of Construction and Works concerning school buildings.

Educational Administration in the Provinces

In the context of the declared educational policy, and in accordance with the directives for co-ordination between the administration in the Headquarters of the Ministry, and that in the Provinces, the latter deals with the following :

1. Implementation of the declared policy and follow-up.

2. Registration of student enrolment in all schools of the province, showing distribution of the sexes in the various regions of the Province.

3. Presentation of well defined proposals for the desired educational expansion to the Local Authorities, based on actual studies of the requirements of each region in the Province.

4. Collaboration with the Inspectorate at Headquarters, in distributing teachers to the various schools in accordance with their specialities, and the principle of linking schools and teachers.

5. Supervision and facilitation of financial matters pertaining to teachers —— salaries, increments and other remunerations.

6. Follow-up of transfer of teachers in and out of the Province.

7. Implementation of the school calendar that best suits the climater of the Province.

8. Supervision of examinations that lead from one stage to another and admittance of pupils into the various stages.

9. Collaboration with the Central Administration to prepare budget proposals for education in the Province

10. Co-ordination with the Inspectorate in evaluating the performance of the educational supervisors.

11. Collaboration with the Inspectorate to hold training sessions for school supervisors headmasters and educational administrators.

12. Co-operation with the Inspectorate in dealing with behavioural and social problems of the students.

And since the Educational Administration in the Province, is, as mentioned above, an executive body, its responsibility t- the Headquarters is confined to :

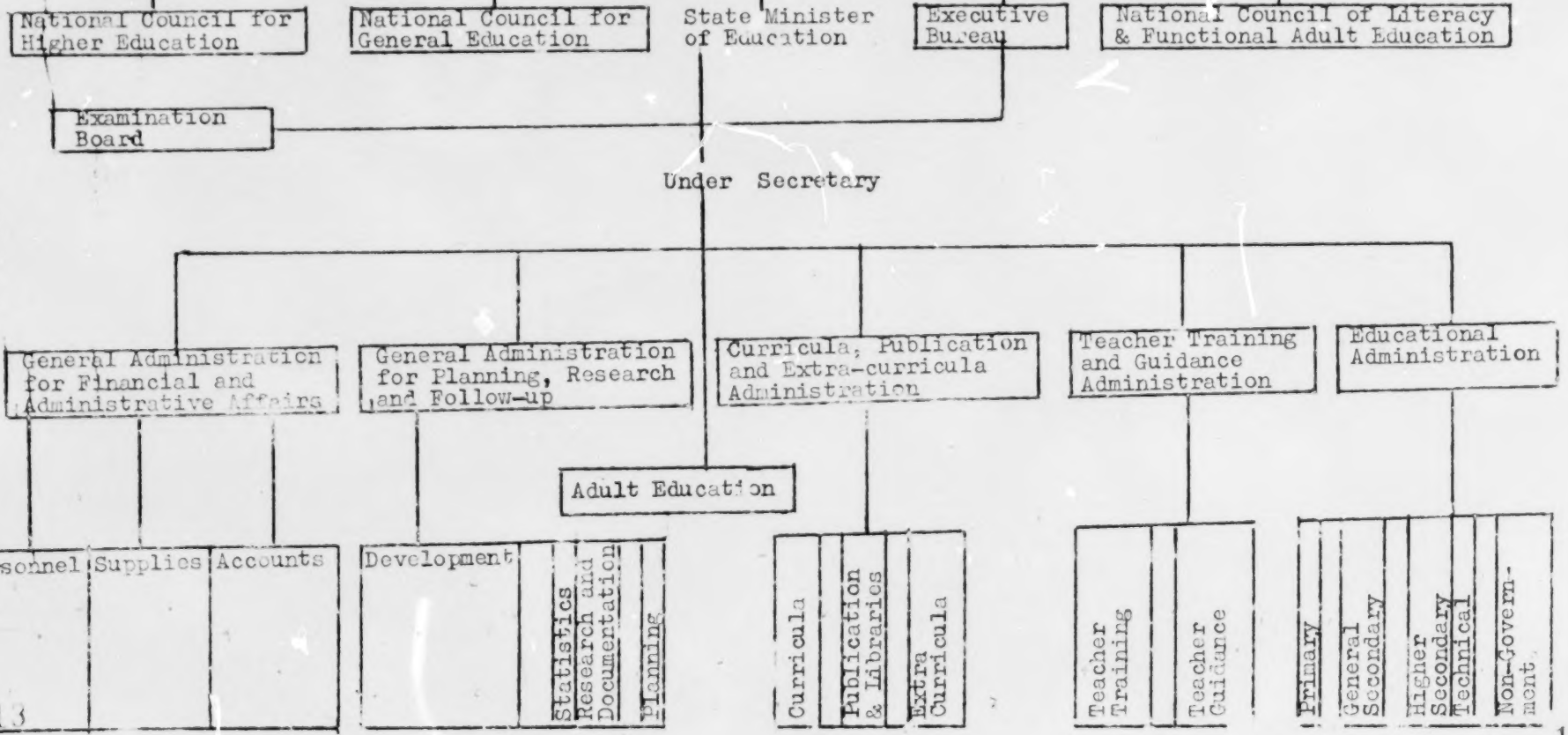
Supplying the Headquarters with :

1. Man-power enrolment of teachers in the Province.

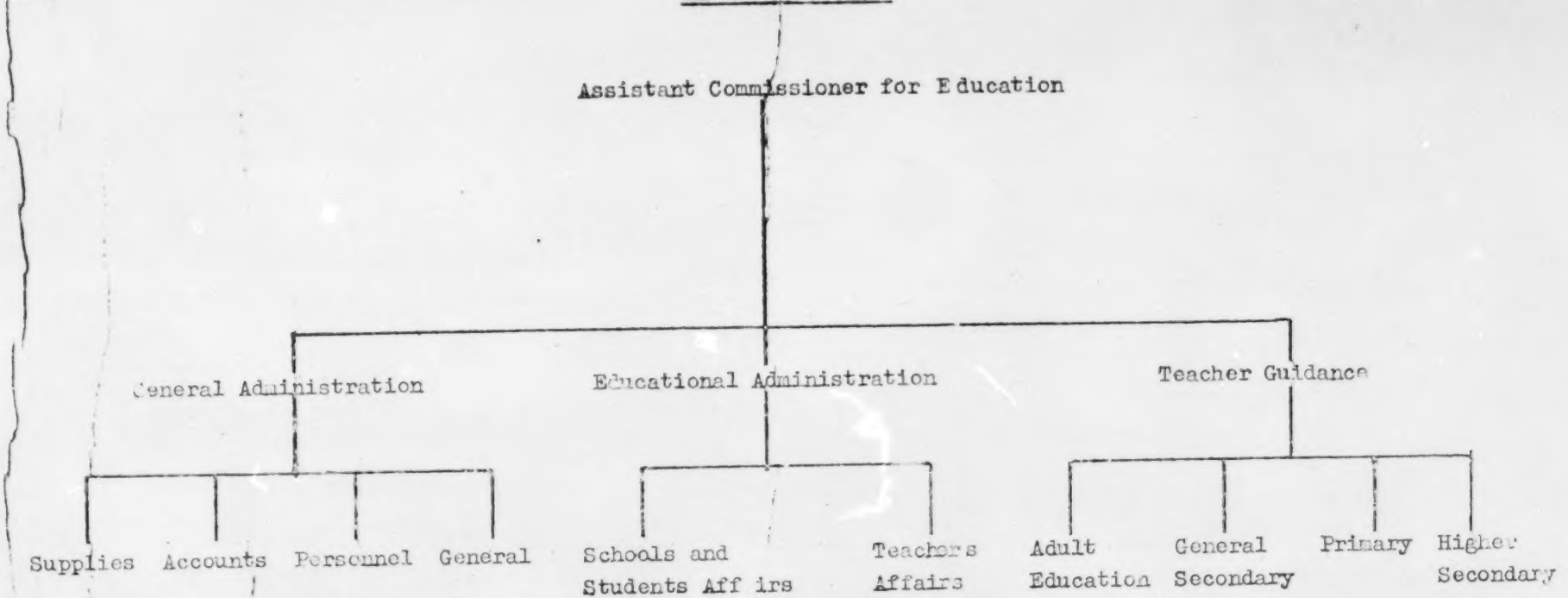
2. Educational statistics and information concerning schools and pupils.

3. Plan for educational expansion.

Democratic Republic of Sudan
Administration Organization Chart
Minister of Education



Administrative Organization Chart in the Provinces



The School Calendar

The climate in the different regions of the Sudan varies a great deal. In some provinces the climate varies from one part to another. This has to be taken into consideration when the school calendars are set.

Each province makes proposals for its own school calendar, and the proposals are discussed in the annual conference of the provincial authorities.

The following is the approved standard school calendar for the year 1977/78 :

a) Primary and General Secondary Schools.

First Term 2.7.1977 to 12.9.1977.
Second Term 1.10.1977 to 15.2.1977.
Third Term 26.12.1977 to 9.3.1978.

b) For the Higher Secondary Schools, the school year begins on 13.8.1977. The dates for each term will be announced subsequently.

Final Examinations

a) Primary School Certificate : Second week, March, 1978.

b) Higher Secondary School Certificate : First week, April, 1978.

c) Junior Secondary School Certificate : Third week, April, 1978.

The School year 1978/1979 begins on the first week of July, 1978.

Provinces in which the school year begins in April or May, may modify the calendar to suit the requirements of the region. The school year must end, however, on the above dates to allow for the certificate examinations.

3. Teacher Education

Formerly, the training department of the Ministry of Education used to be part of the general administration of curricula, inspection and training. At present the training and inspection departments form one general administration. In the near future training will be divorced from this administration and developed into one central administration comprising the training of all officials, teachers and others, and all workers, skilled and menial. This is part of a new general policy aimed at improving the standards of performance in the public sector. All government units have started developing their training sections, or establishing training sections if they have had none.

The present training department of the Ministry of Education comprises seven sections, of which only one deals with initial or basic teacher training. The following paragraphs explain the domain and responsibilities of each section.

(1) The Institutes Section

This section controls the preservice or basic training for primary schoolmasters and schoolmistresses. The institutes of education and training colleges are distributed throughout the country.

At present there are 8 institutes for boys and 6 training colleges for girls. The duration of training in these regional institutes and colleges used to be four years, following a pass in the Junior Secondary School Certificate examinations, and stipulating a pass in the major subjects, Arabic, Mathematics and Islamic Studies. Candidates then competed for the

vacancies in first year, and the percentage of success arbitrates acceptance, provided that the selection-board is satisfied of the candidate's suitability for the teaching profession. This last condition is tested by an interview.

As from July 1976, the old order has changed. The new intake for the institutes and colleges has come from the graduates of the Higher Secondary Schools, who have passed the School Certificate Exams, and passed in the major subjects. They spend only one year in the institutes and colleges, but, besides psychology, education and methods they are also instructed in Science, Modern Mathematics, Religion, Arabic, Civics and Community Development. Also they receive practical training in teaching. The aim behind this new policy is to ensure a good academic standard as part of the qualifications of primary school teachers, and to double the rate of inflow into the profession for at least three years until the old order is completely dissolved. It has been deemed necessary, however, to retain the old order for some time in one boys' institute and one girls' college, for the sake of comparison and evaluation.

The Institutes Section also controls one institute for junior secondary teachers (females are trained in the morning and males in the evening). These are already employed in junior secondary schools in the provinces after a preliminary crash training course (mainly pedagogic) of 2 weeks, followed by salaried probational service in the schools for two years, considered as part of the training. The proper training in the institute lasts for one academic year.

In the Southern Region of the Sudan there is one institute for male and female primary-school teachers

at Malakal, controlled centrally by the Training Section at the Ministry Headquarters. There are three other similar institutes controlled regionally by the Government High Council at Juba.

(2) The Primary Teacher Training Section

This is responsible for the running of evening in-service teacher training courses for primary school teachers. It has ten centres in the provinces and eight centres in training colleges and institutes. The schoolmasters and schoolmistresses are posted in schools as near as possible to one of these centres to execute a fairly reduced time-table and pursue their evening training course. They are given an initial 6 - week course in the first summer holidays after appointment. After a year's work at school they attend a 6 - month evening course to qualify them for teaching the first four years of the primary school. Later, they attend a similar course in the methodology of teaching the fifth and sixth years.

(3) The Junior Secondary Training Section

This section arranges vacation courses of 2 or three weeks duration for teachers at the junior secondary level. These courses are up-grading courses in English and Modern Mathematics, but are also methodologically oriented. The British Council and the Khartoum University lecturers give a hand in these courses. The English course is usually held in summer (June - July) at the Junior Secondary Girls' Training Institute.

The Modern Mathematics Course is usually held in winter (December - January) at the Commercial Secondary School, or Bakht er Ruda Institute of Education.

This section selects the teachers from the provinces, according to a special quota, for attending the courses. It also controls the financing of the courses.

(4) The Higher Secondary Training Section

This section arranges short training courses in English and Modern Mathematics for groups of teachers. Also the Beirut Regional Education Bureau for the Arab world has aided in holding a seminar in school administration for principals of Higher Secondary Schools and chief inspectors of the provinces. The ALECSO has been approached to aid in a similar future seminar for 80 school principals.

A new course in Modern Mathematics has been distributed to the Higher Secondary Schools with a view to enable the teachers to define their own shortcomings in training, so that future courses may be accordingly planned.

(5) The In-service Teacher Training Institute

This section has started training primary teachers in 19 centres, subdivided into 48 branches. Training takes two years, and the trainees execute their time-tables at school. They meet at the branch centre twice weekly for lectures on academic and professional topics. They are also given assignments to help guide and deepen their self-training. The institute depends mainly on multi-media methods. Also the staff of the centre visit the trainees in class and guide their performance in follow-up discussions. The total enrolment in all 48 branch-centres for the current year is 2656, of whom 1385 are in this second year and will be graduated in March 1977. Usually the male-female ratio of the trainees is 1:2 in every branch-centre.

Recently three centres have been established for training junior secondary teachers for three years, following the same methods as with primary teachers.

(6) The Nutrition and School Gardening Section

This section is responsible for training domestic science and rural education teachers. Courses of 6 - week and 6 - month duration are given to groups of these teachers. Also kindergarten mistresses and community guides are trained. As the Sudan schools receive assistance from the World Food Programme, there are special courses for headmasters and headmistresses, as well as boarding house supervisors, cooks and waiters. Housewifes are trained in domestic science in large numbers, and their courses are sometimes combined with functional literacy campaign. The first half of 1976-1977 witnessed the training of 31 schoolmistresses for 6 weeks and 62 for 6 months in domestic science. Of kindergarten mistresses and community guides 42 were trained; so were 65 people connected with the execution of World Food Programme in units of the Ministry of Education. But housewives trained during this period amounted to 450, and rural and community guides amounted to 330.

The section contributes series of talks to radio programme. Besides these activities, the section extends technical advice and materials help to rural school societies. 2000 trees were planted in schools, mosques and churches, and large numbers of chickens were distributed to poultry societies at schools during the last 6 months.

The section also has a model kindergarten attached to it. Other kindergartens benefit by the pamphlets published by this section on the running of kindergartens, and by the special training courses given to the mistresses running them.

(7) The Scholarships and Grants Section

This section administer the teachers' study courses to universities and higher institutes outside and inside the Sudan.

Teachers from all three levels apply through their province education bureaux for the studies they wish to pursue, whether ordinary degrees, or post-graduate studies, or a diplona of education, or a certificate in teaching English as a foreign language.

Curricula

The curricula administration in the Ministry of Education is the sole body responsible of the planning, revising, implementing and developing the curricula for all subjects at all the educational grades prior to the university level. This is achieved through close and intimate co-operation and co-ordination with Bakht El Ruda Institute of Education, to which had been delegated the responsibility of planning and sponsoring the Primary and General Secondary Education.

The Senior Head of each subject, together with his assistant and consulting whichever appropriate agencies or bodies they perceive indispensable function to achieve the goals and ends planned. All the Senior Heads convene periodically, and whenever the need arises, under the Chairmanship of the Director of Curricula Administration to co-ordinate, plan and discuss different issues.

In addition to the responsibilities mentioned before, the curricula administration is responsible for :

a) Preparation of the text-books planned and based on the approved syllabuses. There is a continuous revision of these text-books in order to develop them.

b) Selection of appropriate audio-visual aids and educational media to be incorporated in the teaching/learning processes based on the outlined syllabuses and books.

c) Review of the world-wide contributions in modernization of curricula through close contacts with international and regional bodies such as UNESCO and ALECSO.

d) Sponsoring any co-ordination in the curricula planning with the Arab and African States.

e) Establishing close contacts and links with the Teacher Education administration, laboratory supplies section and the inspectorate to ensure adequate and practical implementation of the planned curricula.

e) Collection, analysis and drawing of conclusions from the accumulating feed-back information obtained through visits to schools, questionnaires and examination results. Such conclusions are to be utilized in the development of the existing curricula and text-books.

Mechanism of Preparation and Development

1. All the subject departments in the curricula administration follow the procedures prior to and leading to the implementation of the planned curricula and text-books:

   a) The general skeleton of the specified curricula for the three educational grades is drawn usually by highly qualified committees, both academically and professionally. Such committees include teachers, lecturers, Heads of Departments of the different subjects, in addition to the Senior Heads and their assistants in the curricula administration.

   b) The text-books for Higher Secondary Schools are then based on the outlined curricula and the accompanying recommendations. Teams of highly qualified persons are invited to write the text-books. Such teams are chosen from teachers and lecturers actually teaching at schools and/or evaluating the specific subject, in addition to the specialized member in the Department at the Curricula Administration.

   The text-book writing for Primary and General Secondary Schools is the responsibility of Bakht er Ruda Institute of Education where the process undergoes several stages of experimentation before the books are ready for publication.

   c) Once the writing of the text-books is accomplished the books are handed over to the Publication Bureau.

2. After trying the published text-books for some years, during which collection of the feed-back information is enhanced, definite recommendations are formulated to omit, add, correct or even re-write part, or the whole of the book content.

Visits to schools, dissemination of questionnaires, and occassional meetings with the teachers and heads of subjects in the different schools are adopted. In addition, participation in setting the examinations and the contribution by the curricula administration in the marking of examination papers for the final forms in each of the three grades of education enrich the feed-back processes and draw attention to the weaknesses of the existing curricula, their implementation, and those of the text-books used.

Basic Subjects Taught at Each Level

1. Primary Schools

Religion
Arabic Language
Mathematics
Science and Hygiene
History) Social Studies
Geography)
Art and Hand Work
Physical Education
Rural Education and Industrial Arts (Boys only)
Home Economics (Girls only).

2. General Secondary Schools

Religion
Arabic Language
English Language
Mathematics
Science
History) Social Studies
Geography)

Art
Physical Education
Agricultural and Industrial A (Boys only)
Home Economics (Girls only)

3. Higher Secondary Schools

All the following subjects are studied in the first and second years in this level :

Religion
Arabic Language
English Language
French Language
Elementary Mathematics
Science (Biology, Chemistry and Physics)
Geography
History
Art
Physical Education
Civics

In the 3rd year there are four subjects that every student must take, namely :

i) Religion
ii) Arabic Language
iii) English Language
iv) Elementary Mathematics

In addition to these four subjects, the student can choose a minimum of two and a maximum of five subjects from the following groups provided that he, or she, does not study more than one subject from each group. The five groups are :

Group (A) Additional Mathematics or Biology
Group (B) Chemistry or History
Group (C) Physics or English Literature
Group (D) Geography or French Language
Group (E) Art

ime Table Distribution in the Three Levels

. Primary Education (Girls and Boys) :

Subjects	Number of Periods / Week in						Remarks
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	
Religion	4	4	4	4	5	5	
Arabic Language	10	10	10	9	9	9	
Mathematics	6	6	6	6	6	6	
Science and Hygiene	-	2	3	3	4	4	
Social Studies (History & Geography)	-	2	3	3	4	4	
Physical Education	2	2	2	2	2	2	
Art	2	2	2	2	2	2	
Rural Studies and Industrial Arts	-	-	-	2	4	4	(Boys only)
Home Economics	-	-	-	2	4	4	(Girls only)
Total / Week	24	28	30	31	36	36	

N.B.

1. Minimum school-days are 200 days.
2. Each period is 40 minutes.

. The General Secondary Schools (Boys and Girls)

Subjects	Number of Periods / Week in 1st Year	2nd Year	3rd Year	Remarks
Religion	4	4	4	
Arabic Language	8	8	8	
English Language	7	7	7	
Mathematics	6	6	6	
Science	4	4	4	
Social Studies (History & Geography)	5	5	5	
Art	2	2	2	
Physical Education	2	2	2	
Industrial or Agricultural Arts	4	4	4	(For Boys only)
Home Economics	4	4	4	(For Girls only)
Total / Week	42	42	42	

N.B.

. The minimum school-days are 200 days.

. Each period is 40 minutes.

3. The Higher Secondary Schools (Boys and Girls)

a) For First and Second Years :

Subject	Number of Periods / Week in 1st Year	2nd Year	Remarks
Religion	3	3	
Arabic Language	6	6	
English Language	6	6	
Elementary Mathematics	2	2	
Biology	2	2	Considered as one subject in the examinations.
Physics	2	2	
Chemistry	2	2	
French Language	4	4	
Geography	3	3	
History	3	3	
Art	3	3	
Physical Education	1	1	
Civics	1	1	
Total / Week	42	42	

N.B.

1. Minimum school-days are 200 days.

2. Each period is 40 minutes.

b) For the Third Year :

Compulsory Subjects		Optional Subjects	
Subject	Number of Periods/Week	Group & Subjects	Number of Periods/Week
Religion	3	Group (A) :	
		Additional Math.	4
Arabic Language	3	or	
English Language	7	Biology	4
		Group (B) :	
Elementary Mathematics	7	Physics	4
		or	
		English Literature	4
		Group (C) :	
		Chemistry	4
		or	
		History	4
		Group (D) :	
		Geography	4
		or	
		French Language	4
		Group (E) :	
		Art	4
Total / Week	25	Depends on number of subjects chosen.	

N.B.

1. A minimum of two subjects chosen from the optional subjects should be studied in addition to the four compulsory subjects.

2. Minimum school-days are 200 days.

3. Each period is 40 minutes.

PART II

DEVELOPMENT OF EDUCATION IN 1974-1976

1. New Policy Orientations

The new educational policy as stated in the Proposed General Education Act, 1976 is :

'General education in the Sudan aims at giving a balanced and integrated education for mental, physical, spiritual and moral development. That is to be achieved through the development of basic aptitudes, promotion of the spirit of initiative, leadership, responsibility, scientific outlook and devotion to work and productiveness in order to achieve socio-economic development aiming at the creation of a healthy socialist community, promotion of national unity, and veneration for the country's heritage and values, and for Arab and African heritage; all this in conformity with the Sudan Constitution and the Charter of National Work and the State general policy.

Aims and Priority Areas for Development

- Provision of universal basic education for children and adults - as a step towards the implementation of compulsory education - is still a basic aim of the educational policy.

- Correlation of education to environment through curriculum development, extracurricular activities, character training and manual work.

- Correlation with national development, and man-power requirements. Higher education plays the chief role through :

  1. Diversification of specialized higher institutes, priority being given to agricultural over other technical institutes, and to practical training rather than theoretical learning.

  2. Subjection of university enrolment to national development requirements.

  3. Opening of vocational centres to absorb drop-outs of various stages of schooling.

  4. Establishment of "Integrated Rural Educational Centres" at the primary level.

- Modernization of curricula, methods of teaching, evaluation and measurement, teacher guidance and supervision, and general educational administration.

- Provision of equal opportunity in education, in various regions of the country, between males and females, and between urban and rural areas irrespective of differences in sex, language or environment.

- Promotion of national unity through provision of equal educational opportunities in the various regions, and by use of Arabic in education throughout the country.

- Lowering the cost of education.

- In literacy and adult education the major trends are :

  1. Emphasizing the national significance of the illiteracy problem, and tapping and enlisting all possible resources to overcome it.

2. Seeking new ways and means to combat problems in the field work of literacy

3. Facilitating transition from literacy work to continuing education in the context of the wide concept of adult education.

4. Promotion of work by adopted or unadopted international innovations in this field.

2. Legislative Measures

Three important official documents are relevant :

1. The Organization of Higher Education Act, 1975
2. General Education Act (Proposed), 1976.
3. The Six Year Development Plan for General Education (Adopted) 1977/78-1982/83.

1. The Organization of Higher Education Act, 1975

This Act repeals the former "National Council for Higher Education Act, 1971", which discriminates between the universities and higher institutes in favour of the former. The Act aims at re-organization and puts all the Higher Education Institutes under the supervision of a united body "The National Council for Higher Education", which is responsible for planning and co-ordinating Higher Education in the Sudan.

It also determines the aims, objectives and responsibilities of Higher Education towards the Nation and those benefiting from it. It specifies the Institutions of Higher Education, clarifies their functions and responsibilities and provides greater administrative independence for them. According to this Act two new universities, Juba and Gezira, and a number of institutes shall

be established, so as to make up for the shortage in the courses provided by the University of Khartoum by creating new environment oriented specializations and linking the existing specializations with each other. The Gezira University will be biased towards technology and social studies with special emphasis on rural communities. Juba University will specialize mainly in rural, pastoral and agricultural studies in the South and similar regions.

2. General Education Act (Proposed), 1976

This Act abolishes the former Act of the non-government school, 1950, and amends laws and decrees of general education in accordance with the new educational policy.

It states the following :

1) The aims of general education in the various stages.

2) Stages and levels of general education as well as the organization of kindergartens.

3) The formation and functions of the Council for General Education.

4) The general organization of schooling.

5) Educational Administration.

6) Role of the Ministry in general planning and administration.

3. The Six-year Development Plan for General Education, 1977/78-1982/83

This is part of the over-all Government Development Plan. It outlines the proposed expansion of general education during the six years covered by the Plan. It has been worked out in accordance with the findings and recommendation of the Education Sector Review outlined later in this Report.

In respect of primary education with a view to achieving universalization in fifteen years time, it aims at the following :

- To raise the percentage of the pupils to be accepted in the first grade from 43.7% in 1976/77 to 75% in 1982/83. Accordingly the acceptance of boys should be raised from 53.7% to 87% and that of girls from 32.8% to 42% in the same period.

- Raising the total enrolment of children at primary school age from 35.6% in 1976/77 to 60% in 1982/83.

With regard to general secondary education, the Plan is putting more emphasis on the distribution of the newly established schools so as to work towards a balanced distribution in the various regions of the country.

Regarding the higher secondary education the aims of the Plan can be shown as follows :

- To widen the range of this stage to such an extent as to make it possible to accept all students who score the entry qualifications.

- To provide equal opportunity of entrance among provinces - the number of available vacancies at present varying widely from province to province.

- To deversify the education of this stage to comprise academic, technical and vocational education, and to correlate it to regional and national development plans.

- To put more emphasis on rural education and activities in accordance with local efforts to promote production which will enable the schools to participate in meeting the cost of education.

3. Development and Reform

The major reforms undertaken during the last two years were :

a) Reorganization of educational administration, by delegating more powers to province authorities, and by reorganizing the administrative set-up in the Headquarters of the Ministry and the province education offices. A new organizational structure has been set for functional and administrative aspects, in which Headquarters now deals mainly with the technical side of education viz. Planning, research and follow-up.

b) Reorganization of higher education as stated above.

c) Abolition of streaming

In the Higher Secondary School, the system whereby students were streamed into Science and Arts sections in their second and third years has been absolished beginning with the present second year.

d) Curriculum Reform

(i) Correlation of education to environment and national development entailed modification of curricula to meet the new requirements. Already efforts are being made for schools in rural areas to engage in rural activities - farming, poultry etc. in a new programme referred to as the "Green Education." This, it is hoped will have many educational and financial benefits.

(ii) Modernization of Science and Mathematics Curricula in Collaboration with Ford Foundation and the American University of Beirut.

e) Budget Programming

In this new style of budget making which was adopted by the Ministry beginning with the fiseal year 1976/77, weight is given to statement of projects and programmes rather than stereotyped chargeable headings.

f) To accelerate the rate of out-put in teacher training, the previous primary training colleges (4 years after general secondary) are being replaced by a one-year training course following higher secondary (3 years).

4. Major Educational Problems

The major educational problems that concern the authorities at present, and are intended to receive particular attention in our future efforts for educational development, were recently summarised by the Minister of Education in a conference as follows :

(1) Shortage of teachers for all levels of education, which come as a result of having lost a large number to other Ministries in the Sudan and other Arab Countries. The shortage is estimated as 5 to 10% and it is hoped to make up for it within a short period of time.

Teacher-training is still behind and a large number of practising teachers have received no training. As an example, 13000 teachers have been recruited for primary schools. Of these only 5000 have been trained.

(2) Shortage of textbooks, as a result of delays in preparation and printing due to faulty administrative and executive procedures, excessive centralization in distribution, and wrong estimation of requirements.

(3) Abuse of the school note-book, and wastage of paper due to improper use, and faulty manufacturing.

(4) Great shortage in laboratory equipment and materials, estimated as 40 to 50%.

(5) Inadequacy of the administrative structure of the Ministry, particulary in the technical and professional sections, due to shortage of qualified and trained staff.

(6) Unsatisfactory procedures of evaluation and promotion of personnel, that have resulted in general discontent and frustration amongst teachers.

(7) Unsatisfactory system of transfers of personnel often causing work difficulties as well as inconvenience in living conditions to staff.

(8) Inadequacy of school supervision and inspection.

(9) Decline in academic standards and examination results.

(10) Decentralisation of educational administration, that has recently been adopted has not yet taken root, and is inadequate in several aspects.

As remedial measures, the following resolutions have been made :

1. Freezing of existing school curricula for two years, in order to develop and rationalise them in accordance with the findings of the 'Educational Sector Review' and the Curriculum Conference, November 1973, and subsequent to the evaluation of work done in the past few years.

2. Supplying schools with enough books to make up for the present deficiency.

3. Adoption of a new plan for preparation and distribution of books and materials to be in schools, two months before the school year begins.

4. Consolidation of the technical sections of the Ministry e.g. Publications Bureau, Curriculum Section, Teacher Training, Statistics by provision of qualified staff.

5. Active field work by both central and provincial staff to combat difficulties and deficiences.

The principles under-lying these measures were stated by the Minister as follows :

a) Pinpointing of problems, evaluating and classifying them.

b) Recruiting all resources to combat them.

c) Outlining of available resources.

d) Setting a time-limit for the work to be done.

e) Proper decision-making and avoidance of routine and beaurocracy.

The same measures and principles apply to problems peculiar to technical education, which are listed below :

a) Meagreness of financial resources coupled with the rising costs of equipment for technical schools.

b) Difficulties in recruiting and training of technical teachers, and their depletion through their secondment to neighbouring countries.

c) Shortage in raw materials due to wrong estimation of requirements and also to rising costs.

d) Difficulties in building new technical schools and in maintenance of old buildings.

e) Lack of Arabic books in technical subjects.

f) Unsuitable curricula.

5. Educational Research and Information Systen

According to the new organizational structure of the Ministry, educational research is undertaken by two units - the Institute of Education at Bakht er Ruda, embracing the 'National Educational Research Centre', and the 'Documentation and Research Centre' at the Headquarters of the Ministry.

Research deals with practical problems in education, examines them, and sets forth suggestions for their solution. The aforementioned units supervise the work which is undertaken by members of the various educational sections, teachers and educators in general. The research centres publish the work, and communicate with other research units inside and outside the country.

In addition to research work, the centre at Headquarters, also deals with educational documentation and information and publishes a quarterly magazine 'At-Tawthieq At-Tarbawi' that deals exclusively with educational matters.

6. Prospects in Education Development

Prospects in educational development in the Sudan have been fully dealt with by the 'Educational Sector Review'.

This important project was launched by the Ministry of Education in February, 1976. A large number of eminent educationists were invited to undertake a study of education in the Sudan, its past, present and future, with the following objectives in view :

1. To make a general analysis of the educational activities and national efforts aiming at realization of general educational objectives, and promotion of national development relating to it, with a view of evaluating it, and determining its efficacy in serving economic, cultural and social objectives.

2. To make proposals, fundamental and applicable for a strategy to improve the quality of education and systems of training, their expansion (or reduction) in conformity with aims of comprehensive development.

3. Setting priorities in the field of educational investment in the coming stage of nation building.

Six committees were convened, one for each of the following topics :

a) Aims and objectives of education in the Sudan.

b) Educational structure and administration.

c) Content and quality.

d) Development and man-power.

e) Finance and costing of buildings.

f) Recruiting and training of teachers.

More than forty educationists participated in the project. Three consultants from Unesco were to take part, but for unforeseen reasons, they came late and were only able to review the studies that had already been made.

The final report, published in Arabic in January, 1977, and entitled 'Sudanese Education: An Evaluation and a Strategy for Action' is now being translated into English.

We include here one of the more important parts of the Report:

'A Strategy for Action' dealing with projects and recommendations proposed by the Commission.

(See Appendix).

7. Documentary References

1. The Organization of Higher Education Act, 1975.

2. General Education Act (Proposed), 1976.

3. The Six Year Development Plan for General Education 1977/78 - 1982/83.

4. Administrative Organization of the Sudan Ministry of Education, 1976.

5. Handbook of School Supervision, 1976.

6. The In-service Teacher Training Institute, 1976 (Prospectus).

7. Sudanese Education: Final Report of the 'Educational Sector Review', 1977.

All Published in Arabic by the Sudan Ministry of Education.

A I P E N D I X

A Strategy for Action

Proposed by the Education Sector Review

Foreward

The outlines of the education strategy proposed here are the outcome of a visualization of the Sudanese society at the middle of the last qra of this century. All we have in evidence in this respect is an examination of the ahort- term development objectives and the general trends to which they point thereafter, under changing social and economic conditions which render exact forecasts difficult. We can, in the light of present rates of growth, expect a I65% increase in the number of the population and a 250% increase in the national income. We also expect a rise in the contribution of the industrial sector to national economy, while the dominance of agriculture and agro-industry continues, rendering the country a source of food for the outside world. The ration of dependence among the population will decrase by then as a result of more employment for women, a nigher proportion of the working population of both sexes over the age of fifteen, rural development, introduction of modern technology and the achievement of a standard of development by the southern region on par with that of the northern region, thus ending all forms of discrimination between the two halves of the country.

The type of education we envisage for the attainment of those goals is a mass-education, with equality of opportunities, a relevance to the actual needs of the community and an optimum utilization of available human, material and financial recources. It will also have that degree of efficiency and cost-effectiveness which enable it to attain the planned objectives.

Equality of Opportunity

This principle must first be ensured by expansion of education to embrace larger sectors of the citizens, while removing the present inbalances in educational services between the northern and southern regions, among the provinces, between two sexes, between urban and rural areas and between rich and poor. Following are the most important steps to take towards realization of this goal :

1) Universalization of primary education and expansion at other levels with varying degrees and in relation to the needs of development, while equitable distribution is observed in all cases.

2) Eradication of illiteracy and provision of opportunities for adult education.

3) Facilitation of continual education in a manner that enables the individual pursue learning at any age in formal and nonformal education institutions and ensures the choice of that type of education and training that suits best the individual.

Relation to Environment and Development

Relation to environment is represented by the close connection between the educational institution and its surrounding community. If the community is rural, curricula, activities and manual work performed by the pupils are ruralized. If the community is urban, curricula must include training on local arts and crafts. The relation of education to the environment has greater weight at both the primary and junior secondary levels.

whereby the majority of children are prepared for interaction with the community and for participation in its development.

Another form of relation to environment is the realization of the needs for socio-economic development and the shaping of the type and function of schools according to these needs. A good example is the diversification of senior secondary education to include agricultural, industrial, commercial, female and teacher training schools, together with the new suggestion of the comprehensive or multi-lateral schools - all this in parallelism with traditional academic schools.

Higher education has a leading role in development. Its programmes are directly connected with high-level manpower requirements, without neglect to its role in developing social and cultural life. To realize such objectives, a multi-purpose specialized technical institute, on-the-job training and choice of students on the basis of balance between needs and demands must all be observed.

Efficiency and Effectiveness

The teacher is one of the basic factors in the efficiency and effectiveness of education. In view of the close connection of education with life, the teacher must conform to all that life creates. He must be in a continual state of learning and must trancend his official duties to serve the society as a whole.

The curriculum is the major part of education. In its wide scope, it includes, in addition to what is being taught inside the school, manual training and out-of-classrooms activities. Curriculum development should embrace textbooks, teaching

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media, students societies and organizations, educational technology, manual work and completion of arabisation at all levels including, in particular, education in the southern region because unification of language is essential for national unity.

Adoption of modern and scientific methods of educational measurement and evaluation and inspection must observed. Educational administration, being a science and an art, must be developed on those drawn lines of more decentralization and widening of peoples participation by embracing new professional and mass organizations.

Another form of efficiency and effectiveness is portrayed by cost-effectiveness or cost-reduction. Educational services must have priority ranking in overall development plans. Allocations must be effectively distributed among different items of expenditure and non-government sources of financing must be tapped. To complete the picture, all expenditure must be identified, rate of return calculated and suggestions for cost-effectiveness explored.

Digest of Projects and Recommendations

In the light of the above considerations, the following projects and recommendations have been reached:

I) Continuation of the present educational ladder which consists of two main levels, a primary level of six years and a secondary level of six years, the latter being further split into a junior secondary stage of three years and a senior secondary stage of three years too. The

school entrance age should remain at seven years. Pre-level education should not be considered part of the structure, but supprt by the Ministry of Education must be given to these organizations, individuals or private bodies who construct pre-level educational institutions.

2) Universalization of primary education in a period not longer than fifteen years for the whole country, while encouraging provinces with big self-help resources to do so before the date-line. Among the methods suggested for the attainment of this goal are the complete primary school, the alternate school with only three classes, the one-teacher school and the complementary school with only the fifth and sixth grades which draws its population from the fourth grades of the religious schools "Khalwas", the village schools and the literacy centres. In addition, work must start on the introduction of a number of integrated rural education centres as model primary schools whose educational services are extended to the young and whose enlightening and vocational activities are directed to adults and to the surrounding community.

3) Limitation of annual rate of increase of acceptance into junior secondary schools to little more than 2%, thereby leading to a decrease in the ratio of those accepted to those completing the sixth grades of primary schools. Acceptance into senior secondary schools should not be more than 50% of those

completing the nineth grades of the junior secondary schools - a ratio greater than the present one. The ultimate aim behind all this is to combine the two stages into one whole level of six years.

4) Reduction of the period of study in the present four-year senior secondary technical and teacher training schools to three years, expansion of this type of education at the expense of the academic schools, introduction of the comprehensive or multilateral school and investigation into its role at this level.

5) Consideration of higher education institutes as sources of cultural, social and vocational radiation on society, their distribution among the different regions according to suitability to local conditions, integration of functions to serve the national objectives and co-operation with similar institutes abroad.

6) Relation of expansion in universities to trained manpower requirements at the upper level, treatment of shortages in science maths. based faculties and increase of post-graduate studies. Universities must play their part in serving the needs of the community by introducing development studies and adult education, facilitating enrolment for those who do not necessarily satisfy academic conditions and conducting researches and studies pertaining to the renewing needs of a society in a changing world.

7) Expansion of higher non-university education to meet the high demands for technicians and their assistants, and to treat the imbalance in manpower

graduation of skills which calls for at least, one professional against three technicians.

8) Institution of a specialized organ responsible for human resources development and manpower training.

9) Up-grading of administration in schools, regional offices and central units, co-operation among them and widen participation of citizens, as represented by parent/teacher associations, in school administration - all for the purpose of mass participation in education and rationalization of peoples contributions to school construction and administration.

10) Encouragement of teacher associations, intensification of efforts to link these associations with educational administrators, participation in the training of teachers and contribution to education administration, planning and technical guidance.

11) Emphasis on the role of the national council for adult literacy and functional education, provision of these facilities that enable it carry out its work efficiently and linking it with educational regional, popular and political administrations.

12) Directing students organizations to the development of aptitudes and skills, participation in school administration, construction and maintenance and provision of opportunities to students to get in touch with students abroad.

I3) - Realization of financial decentralization on the lines of the established adminstrative decentralization by setting up financially independent regional units with powers to collect and spend money and appoint new teachers from the locality.

I4) Investing all responsibility for higher education and technical responsibility for general education in the Ministry of Education, while keeping the present bilateral role of both the Ministry of Education and the Ministry of Local Government in the public administration of general education. Administrative responsibilities have to be clearly described, suitable persons to be put in suitable places, duties to be fairly distributed and opportunities of technical and practical training for educational administrators to be provided.

I5) Support for such auxiliary services as education statistics, inception of an education economics unit and effectiveness of the functioning of the follow-up unit.

I6) Ending the present system of subsidies to non-government schools. In stead, parent/teacher associations must build and furnish such schools through self-help, set up productive projects to finance the said schools and participate in the construction of senior secondary technical schools. Permission must be given for the opening of private academic secondary schools unaided by the government.

I7) Replacement of the present publications house by

a public corporation for the production of books and writing materials to be commercially marketable, payment for textbooks by able students while helping the needy ones and erection of regional stores for school materials in place of the central store. These materials must be available, at least, six months before the start of the school year.

18) Utilization of technological methods, equipment and media in education, in particular, the central mass communication media like broadcasting and television, together with what is available in the various units of the Ministry of Education. Production of education equipment used inside schools should be left to the laboratory research centre for the supervision of which a national council must be set up, and training on the production of such equipment must be provided.

19) Organization of school library services, extension of such services to all schools, provision of sufficient and trained librarians allocation of essential financial sums of money, inclusion of library science and administration in teacher training programmes and lay-out of an encouraging professional cadre for school librarians.

20) Provision of nonformal education through extension of vocational training programmmes for those who complete primary education but fail to proceed to the junior secondary level and for those who complete their junior secondary education and do not proceed to the senior

secondary level. Parallel to this should be the widening of in-service training opportunities and development of community education by creation of a cadre of those working in local administration and by strengthening the adult literacy and functional education organ of the Ministry of Education.

21) Flexibility of the education system to facilitate access between formal and nonformal education through introduction of the complementary school, allowance of nonformal students to sit for examinations which qualify them for entrance into different levels of education and permission of admission into universities and other higher institutes for mature candidates who not necessarily possess the required academic qualifications.

22) Formulation of a plan for the eradication of illiteracy within a period of ten to fifteen years. In this respect, adoption has to be made of a mass policy by an efficient organ drawing its finances from sources external to those allocated to formal education, such as development projects, returns of industrial and commercial enterprises, donations, contributions of employers and societies and volunteer work.

23) Construction of two additional centres for training on community development to raise their number to three. These centres, in addition to their original function, should prepare teachers for integrated rural education centres and some primary schools. One of

these centres must be located in the west and the other in the south.

24) Continuation of investigation into the cause of high education wastages ratios which, in the case of general education, fluctuate between 20% and 25% Remedial steps should be taken whether by modifications in the school calendar, up-grading of teachers standards, completion of text-books and other school materials, improvement of pupils health and nutrition, solution of pupils psychological and family problems, etc.

25) Intensification of the activities of the division on school gardening and nutrition by encouraging the production of vegetables and fruits, dairy farming and conduction of nutrition education courses for housewives in rural areas.

26) Fixing the school calendar period at 200 working days, excluding weekly and public holidays. In other words, schools should work for 36 weeks a year.

27) Introduction of practical studies like rural education, handicrafts and home-economics into the junior secondary schools and the fourth grades of the primary schools.

28) Re-arrangement of learning programmes in primary schools to be of two different levels and types, the first four grades for basic education (literacy, numeracy and religious knowledge) and the last two grades for vocational training and environmental studies. The number

of periods in boys and girls schools should be unified and some subjects grouped together, e.g history, geography and civis to form the group of social subjects and pure sciences and mathematics to form the group of scientific subjects. Physical education and fine arts should receive more attention and specialized teachers.

29) Unification of the two existing curricula units, that in Bakht er Ruda which is concerned with primary and junior secondary schools curricula and the other inside the headquarters of the Ministry of Education and concerned with senior secondary schools curricula. The new unified unit should be called"curriculum development division". It should be a specialized division and use must be made of the technical experience provided by regional and international organizations.

30) Development of measurement and evaluation methods and conduction of relevant research and study, especially, evaluation of performance in practical sunjects and using such evaluation as criteria of selection for enrolment in higher levels and for vocational orientation.

31) Strengthening of technical inspection department and upgrading of its staff through training and gaining of technical experience related to their work. The teachers' quota of schools to be inspected should be fixed at not more than 25 schools in case of primary education and 15 schools in both cases of junior and senior secondary education.

32) Using the Arabic language as a language of instruction at all levels and for type of education. Care should be taken to raise its standard as a language in itself and as a medium of instruction. This can be accomplished by satisfactory qualification of the teacher of the language, linguistic revision of all curricula textbooks and provision of Arabic books in school libraries to suit the students at all grades. Attention should also be paid at earlier educational stages to the inhabitants of those areas whose mother tongue is not Arabic. In this respect, alternative Arabic-written textbooks should be devised, the aid of the "Khartoum Institute for the Preparation of Specialists in Teaching Arabic to non-Arabic Speaking People" be sought and a permanent language planning division be initiated to deal with local languages and their relation with Arabic.

33) Formulation by the teacher training department of the general policy of inservice teacher training, continuation of the system of training teachers of general education on three levels and investing the responsibility for practical training in three institutes, namely, the Khartoum University College of Education(for senior secondary school teachers), the Omdurman Junior Secondary School Teacher Training Institute and Bakht-er-Rudda Primary School Teacher Training Institute. The latter should cooperate with regional subsidiary institutes in curriculum development and experimentation of textbooks. Local in-service teacher training centres should be attached to central teacher training institutes for purposes of

coordination of work and cooperation among all such institutes on one side and among them and similar institutes abroad on the other side.

34) Lowering the present high teacher/pupil ratios to be I/40 for primary, I/30 for junior secondary, I/25 for academic senior secondary and I/20 for technical and teacher training senior secondary levels.

35) Treatment of shortages in teacher supply in certain specializations like sciences, mathematics and English language. Among the methods suggested are the increase of opportunities of training in those specializations, reorientation of surpluses of teachers of other subjects to training on the teaching of the said subjects, termination of export of local teachers to foreign countries and import of teachers from friendly countries. The Sudan must be represented in those committees which select Sudanese teachers to serve in their countries.

36) Priority ranking to allocation of new teacher training institutes to those provinces with bigger shortages in teachers and to transformation of existing academic senior secondary schools into teacher training institutes. Observance must be made of the selection of candidates of regional teacher training institutes from amongst the local inhabitants of whom the rural populace must a majority.

37) Subjection of selection of candidates for teacher training institutes to, in addition to academic qualifications, suitable cultural standards,

ability to express, freedom from disabling handicapps and genuine desire for the profession. In the case of university graduates, the Ministry of Education must decide on its teacher requirements at a date earlier than that at which other employing agencies choose those best qualified.

38) Extending teacher training content to include pre-primary education, adult education, community development, social service techniques and library science in order to enable the teacher actively participate in national and social work.

39) Economizing on education expenditure , in general, and on education unit cost, in particular, without sacrifice of standards. To achieve this goal, recommendation is made of the following steps: restriction of ratio of education expenditure to not more than 6% of the national income, application of the suggested teacher/pupil ration abolishment of boarding at primary level, cut down of it at other levels with parents' contribution in this respect, expansion of construction of co-education schools, introduction of small schools in under-populated areas and wider use of the two-shift system at all levels of schools and whenever feasible.